

Technical Committee Report and Curriculum Guide

for

Idaho Family and Consumer Sciences

Early Childhood Professions

IBEDS 19153



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Idaho Division of Professional-Technical Education
Family and Consumer Sciences Education
Boise, Idaho*

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INTRODUCTION

The curriculum development process undertaken by the Idaho Division of Professional-Technical Education involves active participation of family and consumer sciences educators at the secondary and postsecondary levels. For development of the Early Childhood Professions curriculum the majority of committee members were educators who have taught Early Childhood Professions and were recommended by their colleagues.

Industry personnel were consulted where their expertise and opinions were required. The new Early Childhood Professions curriculum framework was developed by state staff and university personnel using the National Standards for Family and Consumer Sciences Education and resources from other state guides. The curriculum team wrote, reviewed and revised the curriculum framework. This report was prepared upon completion of the committee's assignment. The list of key competencies and performance indicators prepared by committee members reflects the knowledge and skills currently recommended for students in the Early Childhood Professions course. Students who complete this course will be better prepared to meet the challenges of living and working in today's society in the areas related to early childhood education and related occupational areas.

The result of the work of the curriculum committee members is this statewide curriculum guide. These individuals have written overall outcomes, key competencies, and performance indicators. The committee prepared materials in a competency-based format to have an effective and efficient methodology for determining student progress. The statewide guides are designed as the primary determiner of the program content. It is not the intent of the State Division of Professional-Technical Education that all programs are designed exactly the same, but assurance is needed that the program meets the minimum standards for operation. Schools offering Family and Consumer Sciences Education should use program advisory committees to reflect local and community needs.

The Curriculum Guide is also used as the primary list for generating student profiles. The profile is used as a cumulative record of each student's progress and serves as proof of instruction for articulation purposes. They have performance scales for each indicator so that student competence can be recorded.

ACKNOWLEDGMENTS

The curriculum committee process involved personnel from Idaho high schools, business and industry consultants, the University of Idaho, and the Idaho Division of Professional-Technical Education. The curriculum team members serve with the approval of their employers. The Division of Professional-Technical Education provides reimbursement for travel and meal expenses. The Idaho Division of Professional-Technical Education is appreciative of the opportunity to meet with these committee members and to their employers for permitting them to do so.

The following people gave their time, energy and expertise in the development of this curriculum framework:

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EARLY CHILDHOOD PROFESSIONS

COURSE DESCRIPTION:

Early Childhood Professions is a two semester/trimester course designed to prepare students for employment in entry level positions in the field of early childhood care, education, and related services or for further education in early childhood professions. Classroom learning experiences target employability skills, standards and laws, as well as management and entrepreneurship in early childhood professions. Child development and guidance, health and safety, nutrition, and on-the-job training are also emphasized throughout the program. Successful completion of the state approved Child Development and Parenting course is a prerequisite to enrollment in Early Childhood Professions. This two-semester course along with a one or two semester work experience constitutes an occupational sequence.

IMPORTANT INFORMATION

Delivery of the Early Childhood Professions Curriculum

It is recommended that this course emphasize full-class participation, teamwork and individual projects and/or study. The teacher is the facilitator and the manager of the classroom environment. The focus is on problem-based instruction that is designed to enable and inspire students to plan and take actions for the well-being of self and others in the home, workplace, community and world. Students also practice action through participation in FCCLA, Family, Career, and Community Leaders of America, a co-curricular student organization.

Teacher Qualifications

The teacher of this course must be vocationally certified in Family and Consumer Sciences Education. It is highly recommended that teachers have industry experience or a recent internship experience to gain knowledge about career opportunities in early childhood education and or related early childhood professions.

Length and Level of this Course

This course is a minimum of two semesters/trimester experience preferably at the 11th or 12th grade level. The recommended program sequence includes Parenting and Child Development as a prerequisite to Early Childhood Professions. Students will also need to complete a work experience in the areas of early childhood professions.

Recommended Textbook

Early childhood Professions Activity and Resource Guide, August 1999

Herr, J. (1998). Working with Young Children., (Teachers Resource Guide, Student Activity Guide and Observation Guide) Soreter Holland, IL: Goodheart-Willcox

Career Pathways

This course is recommended for students who have selected Human Resources as their Career Pathways choice. Occupations associated with this curriculum would include childcare worker, child psychologist, children's writer, early childhood educator and elementary school teacher.

CURRICULUM FRAMEWORK PROGRAM AREA: Family and Consumer Sciences

Idaho Division of Professional-Technical Education

EFFECTIVE DATE: August 1999

PROGRAM TITLE: Early Childhood Professions

IDAHO CODE NUMBER: IBEDS 19153

I. MAJOR CONCEPTS/CONTENT:

Today's economic demands and social climate have created a lifestyle in which a majority of our population works outside the home. As a result of these economic and sociological changes, some functions of child care, early childhood education and related services are being assumed by agencies outside the home. The preparation requirements for workers in early childhood professions are increasing as demands for child-care licensing, certification and education for workers rise. To meet the needs of industry and society, early childhood professions preparation programs must be available to secondary students. Opportunities in the field will continue to increase as will numbers of workers.

II. WORK BASED LEARNING ACTIVITIES:

It is recommended that students have an opportunity to observe and volunteer in a variety of settings and to participate in a one or two semester work experience.

III. OUTCOMES: After successfully completing this program, the student will be able to:

01. Explore career opportunities in early childhood professions
02. Develop employability skills
03. Examine standards and policies in early childhood professions
04. Analyze growth and development of the young child
05. Promote positive guidance of the young child
06. Analyze developmentally appropriate practices to plan for early childhood education and services
07. Establish and maintain a safe and healthful learning environment
08. Examine employment and entrepreneurship opportunities in early childhood professions.

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| SCOPE AND SEQUENCE Early Childhood Professions |
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|--------|----|--|
| (10%) | 1. | Explore Career Opportunities in Early Childhood Professions 1.01 Analyze career paths within early childhood professions, and related services 1.02 Identify career opportunities in various child care settings 1.03 Examine personal and professional qualifications for career paths in early childhood professions |
| (15%) | 2. | Develop Employability Skills in Early Childhood Settings 2.01 Demonstrate skills needed to obtain employment 2.02 Demonstrate skills needed to maintain employment 2.03 Demonstrate skills needed to advance in employment |
| (10 %) | 3. | Examine Standards and Policies in Early Childhood Professions 3.01 Demonstrate professional practices and standards related to working with children 3.02 Examine federal, state, and local regulations and policies governing child care facilities and other early childhood programs |
| (10%) | 4. | Analyze Growth and Development of the Young Child 4.01 Review child development theories and developmental stages 4.02 Promote physical, intellectual, social, emotional, development |
| (15%) | 5. | Promote Positive Guidance of the Young Child 5.01 Demonstrate techniques for positive relationships with children 5.02 Provide guidance that promotes positive self-concept 5.03 Develop skills for promoting positive relationships with parents and caregivers |
| (15%) | 6. | Demonstrate developmentally Appropriate Practices to Plan for Early Childhood Education and Services 6.01 Demonstrate integration of curriculum and instruction to meet developmental needs and interests 6.02 Organize and lead developmentally appropriate activities to stimulate growth 6.03 Develop skills for working with children with special needs |

- (15%) **7. Establish and Maintain a Safe and Healthful Learning Environment**
- 7.01 Demonstrate a safe learning environment for children
 - 7.02 Establish healthful learning environment for children
 - 7.03 Conduct positive food experiences for children
- (10%) **8. Examine Entrepreneurship Opportunities in the Child Care Industry**
- 8.01 Analyze opportunities for becoming an independent business person
 - 8.02 Examine requirements for starting a home based business
 - 8.03 Develop business management skills in planning a business in early childhood profession

CURRICULUM FRAMEWORK

Early Childhood Professions

1. Content Standard: EXPLORE CAREER OPPORTUNITIES IN EARLY CHILDHOOD PROFESSIONS

1.01 Competency: ANALYZE VARIOUS CAREER PATHS WITHIN EARLY CHILDHOOD EDUCATION, AND RELATED PRODUCTS AND SERVICES

PERFORMANCE INDICATORS:

1. Identify a variety of early childhood professions
2. Determine the roles and functions of individuals engaged in early childhood education, and services
3. Explore opportunities for employment and entrepreneurial endeavors
4. Examine the impact of early childhood education, and services occupations on local, state, national, and global economies
5. Examine the impact of early childhood education and related services on the family
6. Explore the job outlook for careers in early childhood education and related services

1.02 Competency: IDENTIFY CAREER OPPORTUNITIES IN VARIOUS TYPES OF CHILD CARE SETTINGS

PERFORMANCE INDICATORS:

1. Identify various types of child care and early education programs
2. Compare the functions and purposes of child care facilities
3. Determine the roles and functions of individuals engaged in child care services
4. Examine career options and employment opportunities in child care services
5. Identify current issues and legislation relating to the child care field
6. Examine the purpose and importance of center accreditation and licensure

1.03 Competency: EXAMINE THE PERSONAL AND PROFESSIONAL QUALIFICATIONS FOR CAREER PATHS IN EARLY CHILDHOOD PROFESSIONS

PERFORMANCE INDICATORS:

1. Determine professional qualifications necessary for various occupations in early childhood professions
2. Compare educational requirements of various levels of early childhood professions
3. Determine personal interests and aptitudes
4. Examine personal qualifications/characteristics needed to work effectively in various early childhood professions
5. Examine certification and continuing education opportunities for early childhood professions

2. Content Standard: DEVELOP EMPLOYABILITY SKILLS IN EARLY CHILDHOOD PROFESSION SETTINGS

2.01 Competency: DEMONSTRATE SKILLS NEEDED TO OBTAIN EMPLOYMENT

PERFORMANCE INDICATORS:

1. Identify personal career goals
2. Locate and utilize employment sources
3. Complete personal resume, job applications, simulated interviews, and follow-up procedures
4. Demonstrate positive interpersonal communication skills
5. Develop an employment portfolio early childhood professions

2.02 Competency: DEMONSTRATE SKILLS NEEDED TO MAINTAIN EMPLOYMENT

PERFORMANCE INDICATORS:

1. Examine employer expectations regarding job performance, work habits, attitudes, personal appearance and hygiene
2. Exhibit positive work habits and attitudes
3. Demonstrate skills
4. Cooperate through teamwork and group participation
5. Demonstrate decision making and problem-solving skills
6. Demonstrate positive work ethic
7. Develop the ability to balance work life and personal life

2.03 Competency: DEMONSTRATE SKILLS NEEDED TO ADVANCE IN EMPLOYMENT

PERFORMANCE INDICATORS

1. Utilize opportunities to continue education and training
2. Demonstrate leadership skills
3. Evaluate factors involved in considering a new position
4. Demonstrate skills needed to positively terminate employment
5. Examine alternative employment opportunities

3. Content Standard: EXAMINE POLICIES AND STANDARDS IN EARLY CHILDHOOD PROFESSIONS

3.01 Competency: DEMONSTRATE PROFESSIONAL PRACTICES AND STANDARDS RELATED TO WORKING WITH CHILDREN

PERFORMANCE INDICATORS:

1. Explore opportunities for continuing training and education
2. Examine federal, state, and local standards, policies, regulations and laws that impact children, families, and early childhood professions
3. Apply professional ethical standards when working with children
4. Practice enthusiasm, initiative, and commitment to program goals

3.02 Competency: EXAMINE FEDERAL, STATE AND LOCAL REGULATIONS AND POLICIES GOVERNING EARLY CHILDHOOD FACILITIES

PERFORMANCE INDICATORS:

1. Investigate regulations and policies governing early childhood facilities and employees (zoning, registration requirements, state licensing, health requirements, and care-ratios)
2. Develop standards for early childhood facilities and employees
3. Comply with facility policies within early childhood work settings (work schedules, absences, health, and reporting regulations)
4. Demonstrate cooperation with staff and accept instruction and guidance from supervisors

4. Content Standard: ANALYZE GROWTH AND DEVELOPMENT OF THE YOUNG CHILD

4.01 Competency: REVIEW CHILD DEVELOPMENT THEORIES AND DEVELOPMENTAL STAGES OF CHILDREN

PERFORMANCE INDICATORS:

1. Identify and review the various developmental theories
2. Observe various child development theories in the laboratory setting
3. Identify and review the ages and developmental stages of children
4. Use developmental stages as a guideline for developing and/or selecting activities
5. Analyze cultural and environmental influences when assessing children's development
6. Examine brain development theories

4.02 Competency: PROMOTE PHYSICAL, INTELLECTUAL, SOCIAL, AND EMOTIONAL DEVELOPMENT OF CHILDREN.

PERFORMANCE INDICATORS:

1. Plan for the physical development patterns and needs of infants, toddlers, and children
2. Practice appropriate child/caregiver social interactions using knowledge of developmental characteristics
3. Develop skills to help infants/toddlers/children develop sound emotional health
4. Describe the process of language acquisition and the sequence of language development
5. Describe environmental factors that influence the development of infants/toddlers/children
6. Examine the impact of childhood experiences on brain development

5. Content Standard: PROMOTE POSITIVE GUIDANCE OF THE YOUNG CHILD

5.01 Competency: DEMONSTRATE TECHNIQUES FOR POSITIVE RELATIONSHIPS WITH CHILDREN

PERFORMANCE INDICATORS:

1. Describe developmentally appropriate guidelines for behavior
2. Assist children in discovering problem-solving skills
3. Demonstrate interpersonal skills that promote positive and productive relationships with children
4. Demonstrate acceptance of children's feelings
5. Observe and document the behavior of children

5.02 Competency: PROVIDE GUIDANCE THAT PROMOTES INFANTS', TODDLERS', AND CHILDREN'S POSITIVE SELF-CONCEPT

PERFORMANCE FACTORS:

1. Describe positive guidance and discipline techniques
2. Practice positive guidance and behavior management techniques based upon stages of development
3. Establish simple, reasonable, and consistent guidelines
4. Assist in developing independence through self-help routines
5. Identify problem behaviors, and select positive behavior management techniques
6. Practice speaking from a positive viewpoint
7. Practice guidance and discipline methods that reduce the risk of child abuse

5.03 Competency: DEVELOP SKILLS FOR PROMOTING POSITIVE RELATIONSHIPS WITH PARENTS AND CAREGIVERS

PERFORMANCE INDICATORS:

1. Explore strategies for constructive and supportive interactions with families
2. Develop and maintain positive communication with parents and caregivers
3. Develop strategies for linking the home and the early childhood programs
4. Provide families with information about their children's experiences

6. Content Standard: ANALYZE DEVELOPMENTALLY APPROPRIATE PRACTICES TO PLAN FOR EARLY CHILDHOOD EDUCATION AND SERVICES

6.01 Competency: DEMONSTRATE INTEGRATION OF CURRICULUM AND INSTRUCTION TO MEET DEVELOPMENTAL NEEDS AND INTERESTS

PERFORMANCE INDICATORS:

1. Identify activity planning needs based upon observations of infants, toddlers, and children
2. Assist with the planning of developmentally appropriate activities that promote exploration, discovery, and development
3. Plan and develop various learning aids
4. Assist in the planning and implementation of schedules, routines, and transitions
5. Plan clearly defined, age appropriate activities for infants, toddlers, and children
6. Evaluate curricula activities and revise as needed

6.02 Competency: ORGANIZE AND LEAD DEVELOPMENTALLY APPROPRIATE ACTIVITIES TO STIMULATE PHYSICAL, INTELLECTUAL, SOCIAL, AND EMOTIONAL GROWTH

PERFORMANCE INDICATORS:

1. Examine the importance of play in the lives of children
2. Identify and use technology in early childhood settings
3. Use techniques appropriate for implementing activities with infants, toddlers, and children

6.03 Competency: DEVELOP SKILLS FOR WORKING WITH CHILDREN WITH SPECIAL NEEDS.

PERFORMANCE INDICATORS:

1. Identify signs of possible physical, behavioral, and developmental delays
2. Develop strategies for promoting the inclusion of children with special needs
3. Identify activities for children with special needs
4. Adapt lesson plans to accommodate children with disabilities
5. Explain the role of the professional in working with children who have special needs
6. Identify agencies or individuals that can assist children with special needs

7. Content Standard: ESTABLISH AND MAINTAIN A SAFE AND HEALTHFUL LEARNING ENVIRONMENT

7.01 Competency: DEMONSTRATE A SAFE LEARNING ENVIRONMENT FOR CHILDREN

PERFORMANCE INDICATORS:

1. Identify factors that contribute to a safe early childhood indoor/outdoor environment
2. Manage physical space to maintain a safe and healthy learning environment
3. Apply safe and healthy practices that comply with state and local regulations
4. Examine information on emergency and medical procedures
5. Develop strategies for involving children in setting safety rules and making safe choices
6. Practice strategies to teach children personal safety habits
7. Practice security and emergency procedures with staff and children
8. Follow established procedures for operating safety equipment

7.02 Competency: ESTABLISH AND MAINTAIN A HEALTHFUL ENVIRONMENT FOR CHILDREN

PERFORMANCE INDICATORS:

1. Assist in meeting general hygiene needs of infants, toddlers, and children
2. Identify typical illness policies for early childhood centers
3. Report signs of illness, allergies, body temperature, and/or discomfort in infants, toddlers, and children
4. Follow basic health practices and disease prevention procedures for employees and children
5. Examine the importance of childhood immunizations and vaccinations
6. Acquire a CPR/first aid certificate
7. Comply with regulations for the disposal of waste materials
8. Identify symptoms of child abuse and neglect
9. Examine the legal responsibility of employees in reporting child abuse and neglect
10. Demonstrate and follow correct hand washing procedures

7.03 Competency: CONDUCT POSITIVE FOOD EXPERIENCES FOR CHILDREN THAT PROMOTE HEALTHY EATING

PERFORMANCE INDICATORS:

1. Examine the nutritional needs of infants, toddlers, and children
2. Describe safe and healthy meals and snacks
3. Assist in planning, preparing, and serving nutritious snacks and meals
4. Develop activities for children to assist with the preparation of snacks and meals
5. Develop strategies for introducing new foods
6. Assist children in developing table manners and positive eating habits
7. Identify appropriate feeding utensils for young children
8. Assist in the feeding of infants and toddlers

8. Content Standard: EXAMINE ENTREPRENEURSHIP OPPORTUNITIES IN EARLY CHILDHOOD PROFESSIONS

8.01 Competency: ANALYZE OPPORTUNITIES AND OPTIONS FOR BECOMING AN INDEPENDENT BUSINESS PERSON IN EARLY CHILDHOOD PROFESSIONS

PERFORMANCE INDICATOR:

1. Analyze the potential market for services
2. Identify opportunities for self-employment in the child care and related businesses
3. Examine personal qualities needed to be self-employed
4. Identify factors contributing to the success and failure of home-based businesses
5. Identify the advantages and disadvantages of owning a small business

8.02 Competency: EXAMINE THE REQUIREMENTS FOR STARTING A HOME-BASED BUSINESS

PERFORMANCE INDICATORS:

1. Determine what equipment is needed to start a home-based business
2. Explore sources of capital to obtain equipment
3. Develop a marketing and/or advertising strategy
4. Develop a customer price list for basic services or child related products
5. Examine local zoning and licensing ordinances for compliance
6. Identify types of records necessary for a home-based business

8.03 Competency: DEVELOP BUSINESS MANAGEMENT SKILLS IN PLANNING A BUSINESS IN EARLY CHILDHOOD PROFESSIONS

PERFORMANCE INDICATORS:

1. Develop a business plan for small business in child related professions
2. Identify legal regulations that affect small businesses in the early childhood industry
3. Locate sources of community assistance for starting a small business in child care services